CHANCELLOR'S REPORT

October 15, 2026 – November 14, 2026

This month's report highlights developments in enrollment and financial performance, institutional governance, and athletics. Together, these efforts reflect our continuing work to better understand IECC's challenges, strengthen institutional practices, and establish a foundation for future decisions.

FY27 Institutional Performance

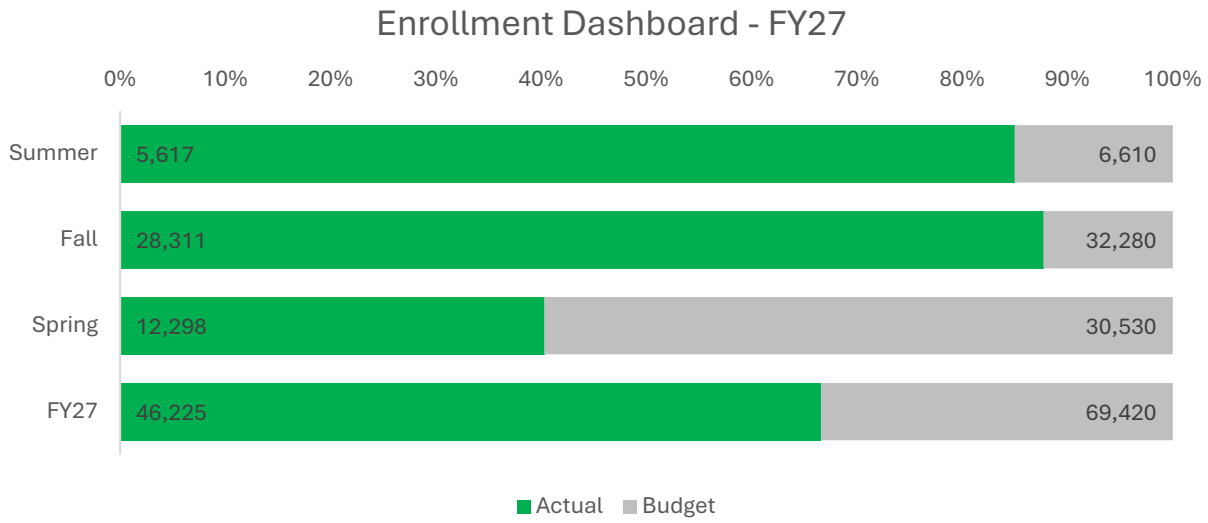


Chart 1 – Enrollment

Note: Enrollment data as of November 11, 2026. Spring figures reflect registrations recorded to date, not final enrollment. The FY27 total compares credit hours recorded to date with the full-year budget and should not be interpreted as a year-end enrollment projection.

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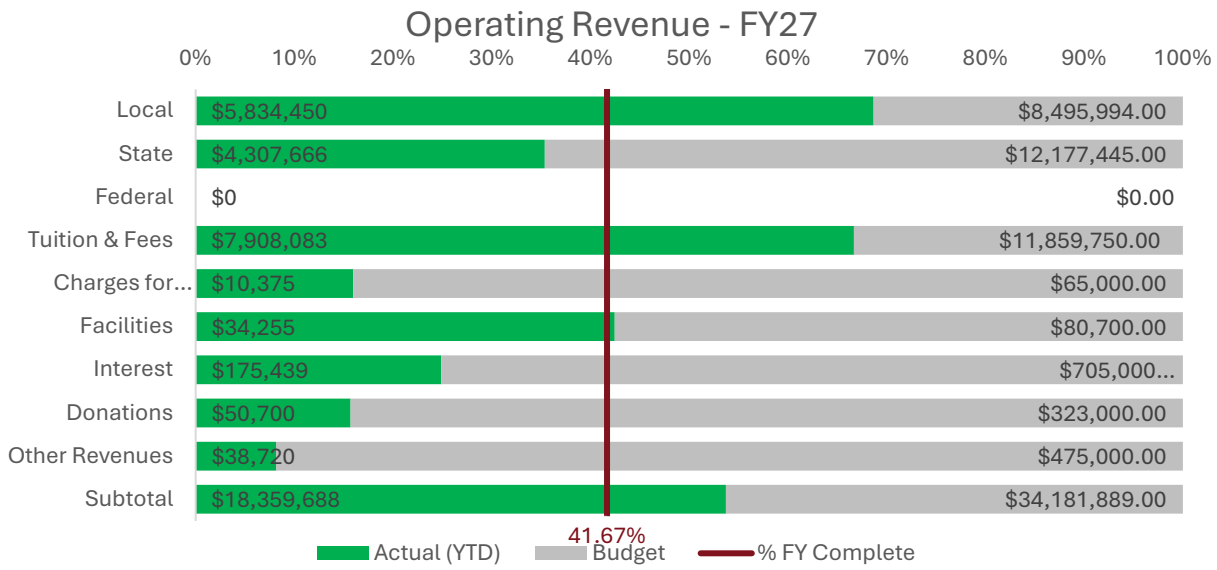


Chart 2 – Operating Revenue

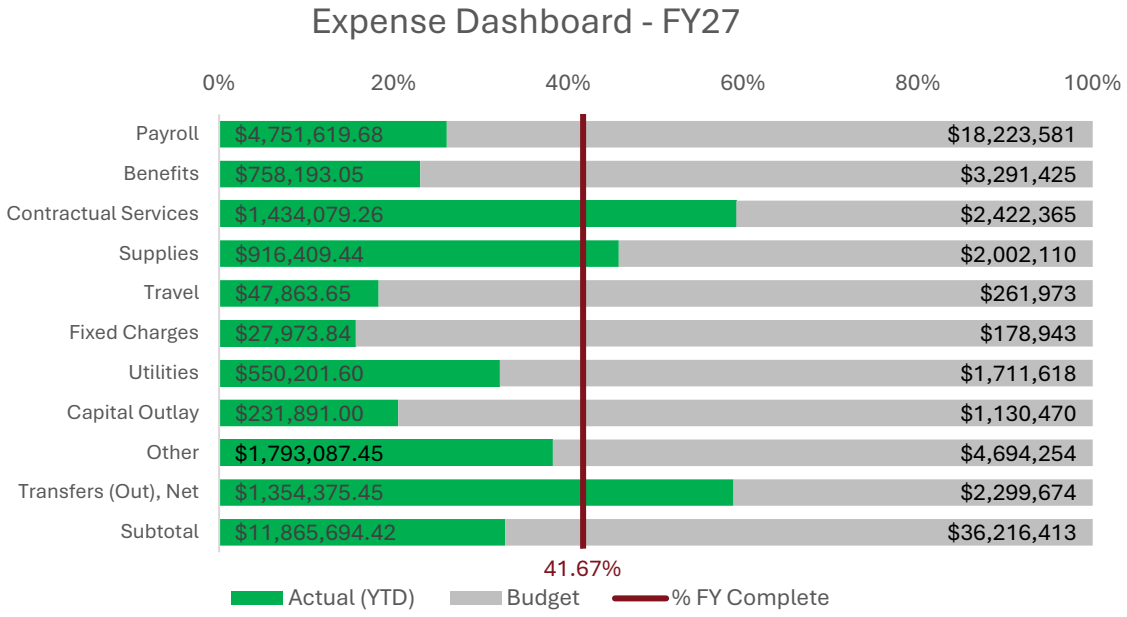


Chart 3 – Operating Expenditure

Through the current reporting period, IECC has recognized approximately $18.4 million in operating revenue, representing 53.7% of the annual budget, while expenditures total approximately $11.9 million, or 32.8% of budget. With 41.7% of the fiscal year completed, these figures provide a useful perspective on our current financial activity.

Revenue and expenditures do not occur uniformly throughout the fiscal year. Property tax distributions, state funding, tuition collections, and various operating commitments follow different schedules. Consequently, these year-to-date results should not be interpreted as projections of our year-end financial position.

Although tuition and fees have reached approximately 66.7% of the annual budget, enrollment remains below budgeted expectations. We will continue monitoring these relationships, along with expenditure trends, as we evaluate the District's financial performance and longer-term sustainability.

Enrollment and Organizational Learning

Enrollment remains among the most consequential challenges facing IECC. Updated FY27 figures indicate that summer enrollment totaled approximately 5,617 credit hours, 15.0% below budget, while fall enrollment reached 28,311 credit hours, approximately 12.3% below budget. Although fall enrollment has improved modestly since October's report, the District continues to operate below established budget expectations.

Spring registration is also underway, with approximately 12,298 credit hours registered against a full-term budget of 30,530. These preliminary figures should not be interpreted as a projection of final spring enrollment.

Of particular interest is our emerging ability to monitor student persistence. As of the latest available persistence report, 49.4% of eligible fall credential-seeking students had registered for spring coursework. Because registration remains underway, this figure represents a preliminary measure rather than a final persistence rate. We are developing a comparison with the same point in last year's registration cycle to better assess our progress. Importantly, this information is already being shared with Student Affairs to support monitoring of advising and registration follow-through.

Beyond monitoring current enrollment, Institutional Assessment and Effectiveness is developing historical enrollment analyses examining changes in student headcount and full-time-equivalent enrollment over several decades. This work is helping us identify significant enrollment trends and formulate questions about changes in student populations, enrollment intensity, program participation, and the communities we serve.

This analysis also connects to observations emerging from employee and campus leadership discussions. Questions concerning course availability, scheduling practices, programming decisions, and student support may help explain some of the patterns reflected in our enrollment data. These remain hypotheses requiring further investigation rather than established findings.

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Our objective is to connect enrollment data with institutional experience, better understand the factors influencing student participation, and identify opportunities for meaningful improvement.

Institutional Governance and Leadership

At our November Strategic Engagement Planning Council (SEPC) meeting, I emphasized that effective institutional leadership requires more than moving agenda items through a committee. Members must come prepared to examine recommendations, consider their implications, and contribute to decisions that serve IECC as a whole.

Our continuing governance discussions have focused on meaningful participation, appropriate decision-making authority, and accountability for implementation. The objective is not to involve everyone in every decision, but to ensure that appropriate expertise informs recommendations and that institutional responsibilities are clearly understood.

We are also examining adjustments to SEPC's meeting structure and schedule that could create better opportunities for substantive discussion and more effective preparation for Board consideration.

Related conversations with representatives of the IECC Education Association are informing our preliminary work on shared governance. While collective bargaining and shared governance serve different purposes, both benefit from constructive relationships and clear expectations. Our discussions are beginning to explore how faculty expertise can be meaningfully incorporated into appropriate institutional decisions while maintaining clear lines of responsibility and authority.

Athletics and Institutional Sustainability

Recent discussions with our College Presidents/Vice Chancellors have focused on the educational contributions, financial commitments, and long-term sustainability of intercollegiate athletics across IECC.

Athletics contributes to student recruitment, campus engagement, and institutional identity. At the same time, these programs require significant investments in scholarships, tuition waivers, personnel, facilities, travel, and other operating expenses.

Our discussions have focused on the relationships among roster expectations, enrollment contributions, scholarship support, and program sustainability. Evaluating athletics solely through roster size or direct expenditure provides an incomplete picture of its institutional contribution.

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Our next step is to develop more consistent program-level information concerning expenditures, enrollment contributions, student retention and completion, and other measures of institutional effectiveness. This will provide a stronger foundation for discussions with our Athletic Directors and coaches and help inform future decisions about athletic programs and investments.

The objective is not to predetermine changes to specific sports or scholarship arrangements, but to establish clearer expectations and a more comprehensive framework for evaluating athletics across the District.

As these initiatives progress, I will continue sharing what we are learning, the improvements being considered, and the results of our efforts. Our responsibility is to ensure that this work leads to meaningful progress for the students and communities we serve.

Dr. Tim Taylor, Chancellor
Illinois Eastern Community Colleges.